

Caily Bridgeland

Alliteration

SOL: 4.7 c. Students will use a variety of pre-writing strategies.

4.7 i. Utilize elements of style, including word choice and sentence variation.

Objective: Students will be introduced to the alliterative style of poetry by defining it, recognizing its pattern and rhythm when utilized in texts, and synthesizing this knowledge by creating their own alliterative poems.

Materials: **If You Were Alliteration**, by Trisha Speed Shaskam, pencil, colored pencils, http://www.readwritethink.org/files/resources/lesson_images/lesson825/brainstorm.pdf, construction paper

Introduction:

Introduce students to alliterative style, sound, and rhythm by giving instructions for the lesson to start with an alliterative sentence. State: "Please pay precise, carefully conscientious consideration to this tittering, tricky, but tremendous type of poetry, for it is fun, fierce, fabulous and fantastic."

Instruct students to pay attention to the sounds and rhythms in the following story. Encourage students to brainstorm where they have heard poetry like this.

Procedure:

1) Read alliterative short blurb:

"Big Benny Borovitch bakes very brown bagels on Billings Boulevard in Boston where his brother Boris opened up a beautiful bagel bakery for both him and Benny. But their bossy big sister Bessie was a baker, and she was boiling mad at Benny and Boris who baked those bagels on Billings Boulevard. Bessie was a boisterous bully with a big mouth. She wanted a big share of the brown bagel baking business! "Blast it, boys!" she burred."

2) Ask students question: "What style of poetry is this? Where have you heard it?" Solicit student input on the board. Draw on background knowledge and personal experiences but wait to define alliteration.

3) Conduct Read Aloud: Read **If You Were Alliteration** which provides a definition, examples of numerous areas of writing and speaking where alliteration is used, and gives specific examples with pictures to match.

4) Define Alliteration on the board and solicit student memory of the book just read. State: "Based on what we just read, what did you now know about Alliteration?"

Be sure to emphasize:

-Definition: When the beginning of words start with the same consonant or vowel sounds in stressed syllables

- words are close together
- same consonant or vowel sounds at the beginning of words
- repetition in one unit of sound
- used for dramatic impact

5) Ask students when and where alliteration is used:

a) **Common Phrases:**

- Fit as a fiddle
- Turn the tables
- Down in the dumps
- Hale and hearty

b) **Tongue Twisters:**

- "Toby teaches tiny tots in Toledo."
- "Crazy cat climbed up the crooked cable."
- "Strong Sally slipped on Stanley's slick surface."
- "Mad Maxie maneuvers a mean motorcycle."
- "Angela Abigail Applewhite ate anchovies and artichokes."
- "Dwayne Dwidle drew a drawing of dreaded Dracula"
- "Fiona found five frog feet."
- "Dogs don't dig daisies."
- "Annabelle ate apples."
- "Kate keeps kangaroos and kittens in the kitchen."
- "A skinny skunk sneaked into school."
- "Peter Piper picked a peck of pickled peppers."

c) **Poems**

d) **Titles**

6) Make distinction that what is important is that the beginning of words SOUND the same.

-many times the letters are similar, but NOT ALWAYS.

-examples:

- phenomenal fat fish
- city and seal
- forgot and photo
- quick and cat
- phony and full
- cider and silly
- call and kite
- exit and x

7) Model examples of alliterative sentences with the same sound on the board. Circle the parts of the word that have the same sound throughout the sentence.

Ex. Angus the Alligator accidentally ate an acrobat.

Billy the beaver bought a basket of bait.

8) Alliteration Bubble: Model what students will be working on at their seats when they fill out their brainstorm worksheets. Choose a letter or sound that students will put in the center of the board for their chosen alliterative sound. Explain that the four surrounding boxes will be categories where they will think of as many words that start with their chosen letter or sound that they could potentially use in their alliterative poem. The four categories will be: People, Places, Foods, and Items/Ideas. Each students will try to find at least ten words to place in each category.

5) Pass out brainstorm worksheets. Have students chose their letter/sound of their choice (ex. letter in their first or last name) and fill in as many words as they can in each category.

6) Once students have completed their brainstorm, students will create an alliterative poem utilizing the words in their worksheet. The alliterative poem will be a minimum of five sentences.

7) Once students have completed poem, they will be given a challenge: Write a short, alliterative sentence on the board: "Pam played at the park." Students have to add adjectives and adverbs to the sentence to extend it and make the longest alliterative sentence that they possibly can. The winner will receive a prize.

8) Once students have completed their alliterative poems, they will have the opportunity to share their poem with the class.

Assessment:

Formatively assess student participation and engagement during the read aloud. Take note of students who can cannot background knowledge and experience with alliteration to what they learned in **If You Were Alliteration...** Formatively assess student's consistency in using the same letter/sound on their brainstorm worksheet to ensure their understanding of alliteration.

The summative assessment will be students' finished product which is their five line alliterative poem. Ensure that their sound is consistent and word choice reflects the rhythm and flow of an alliterative poem.

Closure:

Have students read their alliterative poems aloud to the class so that they can reinforce the way alliterative poems sound. Have classmates guess the sound that students chose to focus on in each poem. Close with discussion about why alliteration is used and instances when it can be helpful and augment writing.

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Lesson Reflection on Alliteration Lesson Plan

Overall, I believe that my alliteration lesson plan went well. I think that one of my strengths for this lesson plan was that my choice of materials was good. I think that the book *If I Were Alliteration* gave students practice with how alliteration sounds. It also showed the relevance of alliteration to students' lives in that it showed when and where alliteration is used. Students loved that alliteration was used in tongue twisters, and they were very engaged with the lesson when thinking of their favorite tongue twisters and isolating the consistent sounds utilized in each.

I believe that the way I introduced the lesson was a good "hook" to get students interested in the lesson right away. Instead of giving my usual instructions at the beginning of a lesson, I gave instructions in an alliterative sentence, which transitioned them into the lesson and made them curious as to why I was talking in a new voice. I think that they enjoyed the short alliterative story I told as well as the sayings that they had heard in their own lives.

I think that the alliterative brainstorm worksheet also was a good way for them to think of creative words to use in their poem. This worksheet helped them isolate one sound and distinguishing words that contained that sound from words that had a slightly different sound.

There were definitely parts of the lesson that could be improved. First of all, I think that the brainstorm should have had an "action verbs" section that students could use to find verbs that matched the letter/sound of their choice. Students kept using words that did not match their chosen sound, and I think that is because they did not brainstorm verbs, adjectives, or adverbs. The brainstorm worksheet focused solely on nouns.

The second part of the lesson that could be improved was setting a better time limit for my students. Certain students got so focused on the brainstorm that they did not have enough time to work on their actual alliterative poem. I also ran out of time to do an effective closure discussion which would have helped students understand why alliteration is important to use and helpful in certain circumstances. I think that this lesson plan helped to clarify the strengths and weaknesses of my instructional style, which will help me improve in the future.